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Abstract

In an attempt to clarify the prcblems of educaticnal planning fcr disadvantaged ccllege ycuth, this repcrt presents a study of the characteristics cf the learner which are related tc academic achievement and an analysis cf the pressures and expectations cf ccllege curriculums. Behavicr and attitudinal traits cf disadvantaged black ycuth are identified and suggestions for coping with learning handicaps on the ccllege level are offered: cultural enrichment programs, clcse and frequent contact with faculty members, intensified ccunseling and guidance aid, individualized and programed instruction, improved methcds cf teacher selectien and training, and functicnal practice in the use cf verbal skills. (KG)

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EDUCATIONAL PLANNING FOR DISADVANTAGED COLLEGE YOUTH

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EDUCATIONAL PLANNING FOR DISADVANTAGED COLLEGE YOUTH

Any effective planning for the college population referred to as disadvantaged must be based on a careful analysis of the needs of this group. This discussion will be concerned with the matter of identifying these needs and with an examination of them as they might relate to educational planning.

It is, perhaps, desirable in the beginning to indicate the manner in which the terms "disadvantaged" and "needs" are used in this discussion. The terms "culturally deprived" and "culturally disadvantaged" have been used so frequently in recent educational literature that, perhaps, no further explanation is needed here. The current usage of the term will be applied in this discussion. The term "disadvantaged" usually refers to racial and cultural minorities who have not had the benefit of full participation in the broader American culture. More specifically, it largely refers to aspects of the middle-class culture from which these groups have not benefited. In short, the term seems to refer to groups characterized by an incompleteness in the acculturation process.

In most psychological discussions, the term "need" usually refers to a condition in the individual that energizes him and disposes him toward certain kinds of behavior. It is also true that in many of the discussions by the behavioral scientist the concept of need is rather broad. It not only includes the things or conditions the individual wants, but also what society thinks would be good for him. Usually needs are distinguished from desires since they are presumed to be beneficial, whereas the desires may or may not be; furthermore, what is needed may not even be consciously desired. Also, in a discussion such as this, it will be well to avoid confusion as to whose needs are being considered. It is likely that both

the needs of the individual and those of society will be involved. This present discussion will consider need as the lack of something which, if present, would tend to facilitate the behavior of the individual in a particular situation. This lack may or may not be felt by the individual. The lack may not be felt by the individual, especially in cases where end behavior is that which the individual does not seek or desire, but which society feels to be worthwhile. For example, the student who views the college campus as a world of football, fraternities, and sororities, perhaps, feels much less the need for academic achievement than does the student who has a different orientation to college and sees it as a place for serious study and the pursuit of knowledge. Likewise, the student who sees college attendance only as a way to a better job has, perhaps, still a different set of felt needs.

Another source of confusion when discussing the needs of college youth is in the point of view that there can be identified in any and all college settings a universal set of demands with which the student must cope. This view attempts to reduce the process of identifying needs to that of identifying student characteristics and then matching these characteristics with the "common" set of demands made by the college. This view overlooks the generally accepted view that on any particular college campus there are student sub-cultures which make differing demands on students. A particular student might have all equipment (behaviors) needed to cope with the demands of one of these student sub-cultures, but may find himself ill prepared to cope with other student sub-cultures on the same campus. The task of identifying student needs, then, becomes a complex matter, especially when it is considered that these various student sub-cultures on any particular campus are not so easily distinguishable as the foregoing

statement may seem to imply. It is generally recognized that these various sub-cultures are fluid systems of norms and values which flow into one another on any particular college campus. Also, it must be recognized that there is a great diversity, among higher institutions and even within these institutions, as it relates to these norms and values.

It is suspected that many of the current discussions pertaining to the needs of disadvantaged college youth are based on lacks as they relate to a particular aspect of the college situation. These educators perhaps have in mind that aspect of college which Trow[1] calls the academic culture in each college. Trow states that this sub-culture, which is perhaps present on every college campus, although dominant on some and perhaps invisible on others, is the culture of the serious student who pursues knowledge and engages in serious study. Also, when many educators indicate that they are thinking in terms of the behaviors demanded by the "good" college or the college with "high standards" when discussing needs, they too, no doubt, have in mind the college in which the academic sub-culture is dominant. This present discussion will also consider needs in terms of the student behaviors demanded by this sub-culture on college campuses. Again, it is recognized that any attempt to completely distinguish this sub-culture from other sub-cultures on a particular college campus will be difficult, if not impossible.

Planning to meet the learning needs of disadvantaged college youth seems to be a three-fold process involving (1) a study of those characteristics of

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[1]Trow, Martin, "Student Cultures and Administrative Action," PERSONALITY FACTORS ON THE COLLEGE CAMPUS, University of Texas: Hogg Foundation for Mental Health, 1962.

the learner which are related to academic achievement, (2) a study and analysis of the learning environment, and (3) an examination of the congruence between these two factors--the learning environment and the learner. Following this third step, educational plans or programs are then formulated to meet the needs of these youth as such needs will be represented by the incongruencies found. The immediate discussion will follow along these lines. While the final part of the discussion will consider implications for educational planning, there will be no attempt to describe specific plans or programs. Specific ways for meeting student needs will be determined, in a large measure, by the facilities and resources in the particular higher educational institution.

SOME CHARACTERISTICS OF THE DISADVANTAGED COLLEGE YOUTH

Since a large portion of the population described in the literature as "disadvantaged" is composed of racial and cultural minorities, the present discussion will concern itself largely with Negro college youth.

The characteristics of the sub-culture of the disadvantaged learner have been amply described in the literature. Likewise, the effects on school learning of this culture have been well documented. These findings will not be repeated in any great detail here. Where there is repetition, it will be primarily for the purpose of ascertaining whether Negro youth now enrolled in many of our higher educational institutions have characteristics similar to the pre-college populations labelled "disadvantaged", and about whom many educational prescriptions have already been made. Many of these prescriptions have, no doubt, been valid ones, and will apply in some measure to college youth. Many of these earlier prescriptions will need to be modified, and some, no doubt, will not apply at this particular stage of

development in youth. There seems to be some uncertainty, for instance, as to the extent to which certain kinds of behaviors (attitudinal) can be modified in college age youth. However, it should be kept in mind that even here there are no definitive studies to indicate that such behaviors cannot be changed. Also, another reason for a re-look at some of the cultural characteristics of Negro college youth is to examine the hypothesis that intellective and socio-economic selection in the formal school system has operated to change the nature of the population of Negro youth found enrolled in college. It might be suspected that such selection has eliminated, at the college level, many of the learning disadvantages found in pre-college populations of Negro youth.

The usual portrait of the disadvantaged learner as compared with the more advantaged learner includes such factors as lower educational attainment of parents (Table 1), lower family income (Table 2), lower occupational status of parents (Table 3), broken homes (Tables 4 and 5), and working mothers (Table 6). These and many other factors characteristic of the sub-culture of the disadvantaged learner are said to operate to restrict participation in the broader American culture and thus produce individuals with fewer of the kinds of behaviors necessary for coping with the demands of the academic sub-culture on the college campus.

There is much evidence to indicate that a large majority of Negro students now entering college are from families with characteristics similar to those mentioned above. The sub-cultures from which they come have left them with many learning disadvantages which they now bring with them to the college level, and which are likely to interfere with performance in many aspects of the college culture.

Table 1

Formal Education of Parents of Negro and White College Freshmen

Formal Education of Parent (Highest Level Completed)	Father		Mother	
	Negro Percent	White Percent	Negro Percent	White Percent
1. No formal schooling	1.3	.6	2.4	1.3
2. Some grade school	17.3	4.6	5.9	2.4
3. Finished grade school	10.2	5.9	8.0	5.1
4. Some high (secondary) school	25.6	13.4	24.8	11.5
5. Finished high school	20.2	22.2	30.2	34.2
6. Business or trade school	2.9	6.5	4.2	10.2
7. Some college	7.0	15.8	8.6	14.7
8. Finished college (four years)	5.4	15.7	7.3	13.2
9. Attended graduate or professional school (e.g., law or medical school but did not attain a graduate or professional degree)	1.7	3.8	2.2	2.6
10. Attained a graduate or professional degree (e.g., M.A., Ph.D., M.D.)	4.7	10.3	2.5	3.1

Table 2

Family Total Income of Negro and White College Freshmen

Family Total Annual Income	Negro Percent	White Percent
1. Less than $2,000	8.6	1.9
2. $2,000 to $4,000	19.5	5.2
3. $4,000 to $6,000	22.9	12.9
4. $6,000 to $8,000	15.6	16.3
5. $8,000 to $10,000	11.9	17.9
6. $10,000 to $14,000	5.6	19.2
7. $14,000 to $20,000	4.2	11.0
8. $20,000 to $26,000	1.2	4.6
9. $26,000 to $32,000	.7	2.3
10. Over $32,000	.7	3.8

Table 3

Occupation of Fathers of Negro and White College Freshmen

Occupation of Father	Negro Percent	White Percent
1. Unskilled worker, laborer, farm worker	26.0	6.4
2. Semiskilled worker (e.g., machine operator)	25.8	9.3
3. Service worker (policeman, fireman, barber, military non-commissioned officer, etc.)	9.7	5.4
4. Skilled worker or craftsman (carpenter, electrician, plumber, etc.)	13.6	12.8
5. Salesman, bookkeeper, secretary, office worker, etc.	3.0	13.9
6. Semi-professional or technician (laboratory or medical technician, draftsman, etc.)	1.9	3.9
7. Owner, manager, partner small business or lower level governmental official; also military commissioned officer	5.6	18.9
8. Profession requiring a bachelor's degree (engineer, elementary or secondary teacher, etc.)	5.1	11.8
9. Owner, high level executive--large business or high level government agency	.7	7.9
10. Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.)	4.1	8.2

Table 4

Marital Status of Parents of Negro and White College Freshmen

Status	Negro Percent	White Percent
1. Living together	64.8	84.3
2. Separated	8.8	1.8
3. Divorce	8.8	4.9
4. One or both not living	14.3	7.4
No response	3.2	1.5
Total (separated - 2, 3, 4)	31.9	14.1

Table 5

AGE AT TIME OF SEPARATION OF PARENTS--SEPARATION, DIVORCE OR DEATH
(Data for parents of Negro and White College Freshmen)

Age at Separation	Negro Percent	White Percent
1 or 2 years old	10.2	4.0
3 or 4 years old	4.1	1.4
5 or 6 years old	4.4	1.5
7 or 8 years old	3.9	1.3
9 or 10 years old	2.7	1.1
10 years or older	9.1	6.6

Table 6

Working Status of Mothers of Negro and White College Freshmen

Status	Negro Percent	White Percent
1. Mother worked some since birth	72.1	53.9
2. Working before student's birth and resumed work soon thereafter	30.9	12.2
3. Mother began working when student was (age in years):		
3 or 4	10.9	5.4
5 or 6	7.8	5.1
7 or 8	6.1	5.0
9 or 10	3.9	4.8
11 or 12	4.4	5.9
13 or 14	3.0	6.0
15 or 16	3.9	7.3
17 or 18	1.2	4.0

The data which are presented in Tables 1 through 8 indicate the extent to which presently enrolled Negro college youth are products of disadvantaged cultures, and also provide some check on the selection hypothesis mentioned above. These data are based on Negro freshman enrollments in predominantly Negro public supported colleges. It is believed that these data are fairly typical of those that will be found in other similarly situated colleges. Any differences to be found, it is believed, will be in the direction of a greater preponderance, in other Negro colleges, of those factors thought to be directly related to learning disadvantages. The comparative data on white college students are based on the enrollments in 22 colleges with predominantly white enrollments. It is believed that these colleges are a fairly representative cross-section of higher educational institutions with more the "advantaged" type student enrollments.

In describing the disadvantaged learner, Roberts has said "children of this minority are likely to be born into lower class groups which tend to bear a heavy burden of socially disruptive factors. Lack of a father, a working mother, problems of urbanization, and migration to large northern industrial cities are additional stresses likely to be placed on the families of this group." He further states "Thus, the lower class child starts with severe cultural disadvantages; these disadvantages appear to have a damaging and cumulative effect over time and, even though those going on to higher education represent a high selection, the problem does not become less acute at the advanced level."[1] Other studies concerned with the Negro student have pointed up the fact that the sub-culture in which he finds himself

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[1]Roberts, S. O., "Test Performance in Relation to Ethnic Group and Social Class" (Mimeographed), Fisk University, Nashville, Tennessee.

contributes little towards developing the kinds of behaviors that facilitate academic achievement. Many of these students come to the college level ill prepared, both intellectually and attitudinally, to meet the kind of demands to be found in the academic sub-culture of American higher institutions. Such conclusions relative to Negro youth are usually documented with records of low school grades earned by these youths and low performance on standardized tests which measure both school achievement and developed school abilities.

Many of these kinds of findings have important implications for educational planning at the college level. This is especially true in the case of low achievement and aptitude test performance. In spite of the lack of validity and reliability in many of these instruments, college achievement prediction studies tend to confirm a positive relationship between pre-college achievement and college achievement and also between the level of development of certain intellective type skills and academic achievement. The aptitude and achievement data presented in Table 8 seem to indicate that the disadvantaged learners, as compared with the more advantaged learners, lack many of the behaviors likely to make for success at the college level. These data, which are based on entering freshmen, seem to substantiate the observations made earlier relative to the characteristics of disadvantaged school populations and to indicate that these learning disadvantages still exist at the college level. These observations take into consideration the many questions which might be raised concerning the validity of these tests which have been used to describe these populations. The data also point up the fact that in spite of the factors operating in the school system to change the nature of school populations at successive higher grade levels, many of these students now enrolled at the college level are a part of the same population described in the

earlier school years as disadvantaged learners. These selective factors have not "weeded" out these disadvantaged learners by the time the college level is reached.

The kind of skills and behaviors described by the tests in Table 8 are those that result from many years of school attendance. Also, the kinds of schools which tend to do a better job of facilitating the development of these critical behaviors have been termed the "good" schools largely fed by middle class white families, and are located away from the city centers, beyond the gray belt. The Negro students on which these data in Table 8 are based are largely the products of the schools concentrated in the blighted and gray areas, and lacking, in many cases, the facilities and resources for meeting the needs of these youth. Also, the larger sub-cultures in which these schools are located also exert important influences on the development of the behaviors basic to academic achievement. Studies concerned with social influences on school learning seem to indicate that this larger social environment has great impact on the patterning of intellective behaviors of young children. These studies, encompassing children of various social and ethnic backgrounds, have investigated language skills, reading ability, performance on IQ measures, motivational variables, and cognitive performance. One of such studies[1] dealing with lower class Negro children has indicated that these children perform at a lower level, on language and cognitive tasks, than children of the same ethnic group but from a higher socio-economic level. Many of the factors in the larger sub-culture possibly accounting for these differences are discussed elsewhere in this volume, and will not be reviewed here. The

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[1]John, Vera P, "The Intellectual Development of Slum Children," The American Journal of Orthopsychiatry, XXXII, No. 2 (March 1962), 253-55.

present discussion is concerned primarily with those characteristics of the disadvantaged college populations which seem to be related to academic achievement at this level, and with the implications that these characteristics have for educational planning.

An examination of the data in Tables 1 through 8 seems to indicate a preponderance, among Negro college students, of those factors making for social disruption and learning disadvantages. An index of family social status, as presented in Table 7, indicates in a general way the cultural differences between these two groups. This lower cultural index for the Negro students reflects, in a summary way, the many learning disadvantages these youth will face when coping with a learning environment demanding the kinds of learning behaviors found largely among this more "advantaged" group of white college students. Behavior is used here in its broadest sense to include all of the skills and abilities, both intellective and attitudinal, found to be necessary for successful academic performance at the college level.

There is evidence on hand to indicate that many of the learning behaviors needed by the disadvantaged learner can be acquired. Records and other follow-up studies[1] indicate that many of these youth have entered college with few of the behaviors, intellective or attitudinal, thought to be necessary for satisfactory academic achievement. These same youth have somehow acquired these behaviors and have performed successfully in undergraduate, graduate, and professional schools. Many of these students have

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[1]Froe, Otis D., "Graduate and Professional School Attendance of Morgan State College Graduates" (Mimeographed), 1963.

Table 7

Social Status Index[1] for Families of Freshmen in Predominantly Negro and in Predominantly White Colleges

Statistics	Predominantly Negro Colleges	Predominantly White Colleges	Critical Ratio
Mean	23.9	34.1	19.0[2]
Standard Deviation	11.5	12.3	--

[1]Index based on mean raw score profile of data in preceding Tables 1, 2, and 3 of this section - (Formal Education of Parents, Total Family Income, and Occupation of Father)

[2]Difference is significant at .01 level of confidence

been successful, no doubt, because of special planning to meet their needs either on an institutional-wide basis or through the special efforts of ingenious teachers. Special cases could be cited from the above mentioned study where disadvantaged learners, with special treatment, have accomplished, in a relatively short period of time, achievement thought to be impossible. In each of these cases, the achievement increases have been measured through the use of nationally known and used standardized examinations which seem to possess satisfactory validity as it relates to many of the intellective and non-cognitive behaviors discussed in this section. However, the number of disadvantaged youth who have not been successful in coping with the academic culture at the college level is out of proportion to those who have been successful. The efforts by many of our higher educational institutions to meet the needs of disadvantaged learners have not, in too many cases, been well planned or consistent. The drop-out and failure statistics in many of our higher educational institutions seem to support this observation.

In looking at the characteristics of the desadvantaged learner, it is important that one examine those behaviors which are considered critical to the learning process, especially as they relate to achievement in the college academic sub-culture. Research seems to indicate that these behaviors fall into two categories--the intellective type behaviors and the non-cognitive or non-intellective types. The intellective type behaviors have usually received major attention in studies concerned with achievement in the college academic culture. More recent studies have given attention to the motivational or attitudinal type behaviors as they relate to academic achievement. Many studies concerned with the disadvantaged learner seem to indicate that this latter area is one in which deficiencies exist. It is

important, then, that both the intellective and non-cognitive characteristics of these learners be considered. Also, in examining the behaviors of disadvantaged learners, it is important to keep in mind a basic assumption which seems to be implied in the objectives of academic programs at the college level. While most programs have as their objective the further development and refinement of behaviors important to academic achievement, it seems also to be implied that the basic rudiments of these behaviors will have been developed in the pre-college years.

In an examination of the academic aptitude scores (S.C.A.T. and A.C.E.) in Table 8, an overall deficiency in the ability of these disadvantaged learners to cope with the academic culture at the college level seems to be indicated. However, to be meaningful for educational planning, the <u>specific</u> behaviors making for these low scores must be understood. This appraisal of academic ability by these tests not only involves an amount, but kinds, of ability. The two kinds of ability measured here and in which these learners seem deficient are <u>verbal</u> and <u>quantitative</u>. Research on academic type achievement seems to indicate that <u>verbal</u> ability is the more critical ability of the two. The general behaviors involved in <u>quantitative</u> and <u>verbal</u> abilities are those that are concerned with "comprehending the sense of a sentence read," "attaching meaning to isolated words," "manipulating numbers and applying number concepts accurately in a computation situation", and "solving quantitative problems." While these behaviors will be discussed more in detail under the discussion of educational implications, it might be pointed out here that <u>verbal ability</u>, the more critical of the two, as measured by these two tests involves the use of symbols which have meaning only in terms of their social and cultural referrants. This behavior, then, is more a way of thinking, learned in a certain cultural environment,

than an index of "native intelligence." The low scores on this variable for these disadvantaged learners reflects an incompleteness of learning--an incompleteness of the acculturation process. These scores do not represent unalterable psychological characteristics. Educational planning must consider ways for effectively altering such characteristics.

The achievement test scores in Table 8 (English, reading, science, social studies, and mathematics) also reflect certain characteristics which must be altered if more effective coping behavior is to be developed among these disadvantaged learners. These behaviors (achievement) are related in a positive way to successful performance in the academic sub-culture. Research has indicated, as mentioned above, that pre-college academic achievement is one of our best predictors of college academic achievement. However, as in the case with academic aptitude, the specific behaviors in this over-all "achievement complex" must be identified and understood if educational planning is to be appropriate. This complex cluster of behaviors accounting for achievement, no doubt, consists of both the intellective and the non-cognitive types. The intellective behaviors involved in academic achievement are said to be concerned with the acquisition, retention, and utilization of knowledge. The non-cognitive behaviors, no doubt, are also concerned in each of these three areas relating to knowledge. One's desire or need to acquire and retain knowledge as well as the motivation or attitude which has facilitated the development of certain skills required in the effective utilization of knowledge are, perhaps, indications of non-cognitive types of behavior involved in the achievement complex. The specific behaviors involved in the acquisition, retention, and utilization of knowledge must also be identified. At a level much too general for effective planning, these behaviors might be said to be concerned with

comprehending, applying, analyzing, synthesizing, and evaluating. Each of these complex patterns of behaviors seems to be related, in varying degrees, to all areas of academic achievement. The specific behaviors making up each complex must be identified and understood if educational planning for these disadvantaged learners is to be effective. It is beyond the scope of this discussion to make a detailed behaviorial analysis of the academic objectives formulated by higher educational institutions. However, at still a greater level of specificity, the foregoing objectives seem to involve such behaviors as grasping the meaning and intent of materials (communications), bringing to bear upon materials the appropriate generalizations or principles, accomplishing a breakdown of materials into its constituents and detecting the relationships of the parts and the way they are organized, making judgments about the value of ideas, solutions, methods, materials, etc. All academic objectives must be subjected to this kind of analysis.

A detailed study[1] has been made of the behaviors of disadvantaged students as revealed through achievement and aptitude tests similar to those reported in Table 8. This kind of analysis provides information important to educational planning. Such a study was accomplished through an item analysis of the results of six standardized aptitude and achievement examinations. This study revealed, among other things, that there is a greater deficiency in those behaviors which are concerned with an "effective utilization" of knowledge than in those concerned with "acquiring and retaining" factual information. The academic sub-culture on most college campuses seems to make greater demands in the former areas than in the latter. This

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[1]Froe, Otis D., "An Item Analysis of Freshman Achievement Examinations" (Mimeographed), Morgan State College, Baltimore, Maryland.

Table 8

Performance of "Disadvantaged" and Typical College Freshmen on Scholastic Aptitude and Achievement Tests

	Test	Disadvantaged Freshmen (Median Raw Scores)		Disadvantaged Freshmen Percentile Equivalent[3]	Typical Freshmen (Median Raw Score)
Scholastic Aptitude[1]	S.C.A.T. Total Aptitude	N=3300	42	18	63
	Quantitative		21	15	32
	Verbal		21	18	31
	A.C.E. Total Aptitude	N=8000	65	6	107
	Quantitative		24	8	42
	Verbal		41	8	65
Achievement Tests[2]	English	N=3300	33	12	46
	Reading		38	18	50
	Science		22	21	28
	Social Studies		28	21	37
	Mathematics		17	25	22

[1]Scholastic Aptitude Tests: S.C.A.T. - School and College Abilities Test, Form IC; A.C.E. - American Council on Education Psychological Examination, 1949 and 1951 Editions (equated).

[2]Achievement Tests: English - Cooperative English Expression, Form IA; all other achievement tests are S.T.E.P. - Sequential Tests of Educational Progress, Form IA.

[3]Percentile equivalent score indicates the percentage of persons in the "Typical" freshman population that each of these median raw scores in the "Disadvantaged" population exceeds.

emphasis is reflected in good standardized tests of achievement.

Other studies dealing with the more non-cognitive characteristics of disadvantaged learners have indicated areas which must be considered in educational planning. One such analysis[1] was accomplished by the use of two personality type inventories[2] administered to large groups of Negro college freshmen. While this study was not intended to be an exhaustive one, it does point up areas of differences in the more non-cognitive aspects of behaviors among the "advantaged" and the "disadvantaged" learners. Some previous research seems to indicate that many of these variables are critically related to some of the demands of the academic culture at the college level. An examination of the data from these instruments reveals several areas in which the standard scores of disadvantaged learners (male and female) differ from the "advantaged" learners as represented by the normative population. These differences seem to have implications for educational planning. All of the following are areas in which these disadvantaged students (male and female) have lower scale scores than the normative population of males and females: Dominance, Capacity for Status, Social Presence, Self-acceptance, Sense of Well Being, Responsibility, Tolerance, Achievement via Independence, Intellectual Efficiency, Psychological Mindedness, and Flexibility. Low scores in the first of these areas, dominance, seems to imply a lack of self-confidence, indecision, inhibited responses and an avoidance of situations of tension and decision. In the capacity for status area, low scores seem to imply stereotyped thinking, uneasy and

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[1]Froe, Otis D., "Some Characteristics of Morgan State College Freshmen" (Mimeographed), Morgan State College, Baltimore, Maryland.

[2]Two scales used were California Psychological Inventory and Inventory of Beliefs.

awkward in new or unfamiliar situations. In the other areas, low scores may be interpreted broadly as follows: Social presence as vacillating and uncertain in decisions, literal and unoriginal in thinking and judging; sense of well being as unambitious, cautious, conventional, self-defensive, and as constricted in thought and action; responsibility as immature, influenced by personal bias, spite and dogmatism, and as impulsive in behavior; tolerance as suspicious, overly judgmental in attitude, disbelieving and distrustful in personal and social outlook; intellectual efficiency as cautious, confused, defensive, easy-going, shallow and unambitious, stereotyped in thinking, and as lacking in self-direction and self-discipline; achievement via independence as inhibited, anxious, cautious, submissive and compliant before authority, and lacking in self-understanding and self-insight; psychological mindedness as apathetic, cautious, unassuming, and as being overly conforming and conventional; flexibility as being methodical and rigid, and as overly deferential to authority, custom and tradition. While it is emphasized that the above interpretations are broadly made, important behavioral "themes" seem to emerge. Many of these behaviors seem to have implications for educational experiences which might be planned with the purpose of helping these students learn more "effective" ways of responding to the many stimuli both in the academic sub-culture and in the larger social culture in which they find themselves. Especially important is the matter of ascertaining which of these behavioral areas are critical, and which are modifiable through planned experiences.

SOME CHARACTERISTICS OF THE ACADEMIC ENVIRONMENT

The analysis of student needs can be done only with reference to the academic environment. The analysis of this environment must take into account the

types of specific tasks in which the student must engage, the typical relationships which prevail between faculty and student, and the behavioral trends which are consistently permitted and encouraged. A starting point for better understanding these expectations can be had through a study and analysis of the academic objectives of higher education. However, it is recognized that in many institutions these objectives are mere overt verbalizations, and are not a part of the true press of the institution.

The most frequently encountered objectives in higher education, in fact in all school settings, involve intellectual attainment. These objectives attempt to make explicit those aspects of intellectual growth and development which are considered to be desired consequences of particular school experiences, and imply the need for certain skills and abilities. This concern for intellectual development seems to be present in varying degrees on every college campus. It is this aspect of college that has come to be known as the "academic sub-culture." Although many of the objectives having to do with intellectual development are formulated in terms of achievement in subject matter areas, they also make demands with reference to the development of certain skills and abilities which cut across and undergird each subject matter area. Examples of the objectives expressing the subject matter achievement demands of the academic culture are the following: "Understanding fundamental terms and concepts," "Acquaintance with basic facts and trends," "Understanding basic principles and concepts," "An ability to recall and use common symbols and terms." Examples of objectives demanding the development and refinement of underlying intellective type skills are to be had in the following: "Ability to recognize the adequacy of data," "Ability to draw warranted conclusions," "Ability to compare and contrast points of view," "Ability to identify central issues and underlying

assumptions," "Ability to evaluate various ways of verifying hypotheses," "Ability to explain a phenomenon in terms of qualitative and quantitative principles," and the like. The specific behaviors embodied in these two types of objectives must be better understood if educational planning to facilitate the development of them is to be effective.

Another type of demand made by the academic sub-culture, and referred to earlier in this discussion, falls in the non-intellective or non-cognitive domain. This demand involves some affect or emotion which is related to a view or mental process, including attitudes and opinions, values and appreciations, interests and adjustments. Although these non-intellective type demands are often separated from the more intellective or cognitive types for purposes of discussion, they are not so easily distinguishable in terms of press exerted on the student. Educational objectives of the non-intellective type are concerned with developing such behaviors as "tolerance," "responsibility," "curiosity," "flexibility," "independence," "open-mindedness," and the like. In many areas of the academic sub-culture, the student is required to develop "appreciations" as well as "understandings." Educational planning must include ways and means of facilitating these types of behaviors along with the more cognitive type ones. Another indication that such behaviors are expected in the academic sub-culture is seen in a study[1] in which faculty members in a higher educational institution were asked to name students they considered to be ideal, and to give the qualities of the nominees that led to their being nominated. These data were analyzed into fifteen categories which are listed below in order of

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[1]Brown, D. R., "Non-Intellective Qualities and the Perception of the Ideal Student by College Faculty," Journal of Educational Sociology, 33: 1960, 269-78.

frequency of mention, along with the actual frequency percent. The fifteen categories were:

(1) Cognitive Intelligence: brilliant, quick grasp of concepts, superior intellect, 22.2%

(2) Directed Intellectual Curiosity: wide range of interest, goes beyond assignments, alert, enthusiastic, directed orientation, 17.7%

(3) General Likability: pleasant, modest, cooperative, helpful, 9.7%

(4) Growth During College: shows high level of maturity as compared to freshman year, marked progress in work, 7.8%

(5) Independence: self-directed, work by self, 6.6%

(6) Specific Skills: writes well, talks well, good laboratory technique, 5.4%

(7) Integration: well-organized, retains and utilizes material from diverse sources, sees relationships within field, integrates subjects with other fields, 4.9%

(8) Penetration: goes beneath surface, depth of understanding, 4.8%

(9) Analytic: shows critical judgment, 4.8%

(10) Moral Responsibility: good citizenship, leadership, 4.8%

(11) Originality: creative, 3.7%

(12) Flexibility: open-mindedness, tolerance, respect for facts, profits from criticism, 2.2%

(13) Promise for Future: make a good scholar in the field, 2.0%

(14) Aesthetic Appreciation: sensitive to beauty, appreciates arts, 1.7%

(15) Intellectual Integrity: honest, forthright, 1.7%

The foregoing list of desired qualities in students seems to indicate that in addition to the intellectual type demands discussed above, the college academic culture also demands certain personality and motivational patterns in students. These patterns are, perhaps, part of the achievement motive

complex mentioned above. In support of this observation, there was some suggestion in the study just mentioned that academic achievement is to some degree pre-determined by patterns of achievement developed before college. Other studies by behavioral scientists place the origin of the "achievement motive" very early in childhood. However, it seems that the assumptions underlying many of the special programs and projects for disadvantaged learners, as well as the results of some of these programs, indicate that this achievement motive is one that can be modified in later age groups. Until definitive answers can be found to the contrary, special planning for disadvantaged learners should, perhaps, precede along the lines that significant changes can be made in the behaviors critically related to achievement, whether they be of the attitudinal or intellective type.

No attempt has been made to provide an exhaustive description of the academic environment at the college level. Such a description in sufficient detail for specific educational planning is beyond the scope of this discussion. However, from the descriptions given here one can discern some implications for educational planning. The following discussion will be devoted to these implications.

SOME IMPLICATIONS FOR EDUCATIONAL PLANNING

A study of the characteristics of disadvantaged college students and the learning environment they are expected to cope with provides many implications for educational planning. Some of the implications which seem to come from the foregoing analysis are reviewed here.

In the first place, an overall view of the problems faced by the disadvantaged learner, in coping with this academic sub-culture, indicates that they

are not of the ordinary. Educational planning to solve or minimize these problems cannot be of the ordinary. Ingenious planning is needed. No doubt, there must be radical departures, in many respects, from the typical college programs and procedures we know today. Programs, no doubt, will need to provide larger "doses" and longer and more consistent "therapy" for these students whose learning potentials have been adversely affected by the many cumulative effects inherent in restricted cultural participations.

Educational plans for the disadvantaged learner must involve experiences that reach beyond the confines of the college campus and beyond the typical school day. Programs must seriously provide for cultural enrichment, and must be designed to promote the student's orientation in <u>every</u> aspect of human culture. This cannot be done solely on the college campus, within the school day, or solely through the resources and facilities of the college. The home and community must become seriously involved in planning.

Since many of the ills besetting the disadvantaged learner result from an incompleteness of the acculturation process, desirable behavior modifications can be further facilitated by providing appropriate and consistent models for these students. In this respect, educational planning should involve the encouragement and structuring of high level student-faculty relationships outside of the classroom as well as in. Administrative units should be of small enough size so that students and faculty with shared interests can interact with one another <u>frequently</u> and <u>informally</u> and over <u>longer periods of time</u>. These smaller units tend to meet another need of the disadvantaged learner. Because of the wide variance in the skills and abilities of the disadvantaged learner, plans must provide for a greater individual pacing and structuring of learning experiences. It is believed that

the smaller unit gives promise of accomplishing this. These units must not only be smaller, but must offer differential learning experiences. The matter of individual pacing of learning experiences is one of the promising features that programmed ~~learning~~ instruction has introduced into the learning environment. No doubt, programmed instruction along with other relatively new educational media such as closed circuit television will find a place in the planning for disadvantaged learners.

Some of the affective (non-cognitive) behaviors of disadvantaged college youth seem to have important implications for educational planning. Students who are confident in their ability to deal with new situations; who experience a minimum of threat and fear in new situations, and find it relatively easy to identify with new persons, goals, and values, will experience little difficulty in coping with many aspects of the academic sub-culture. On the other hand, many disadvantaged learners, characterized by feelings of inadequacies both with regard to the development of new relationships with ideas and with people, will experience difficulties in the development of their coping behavior. For these learners, the environment must contain numerous therapeutic qualities. Important to this environment is an atmosphere of genuine "acceptance" -- an atmosphere free from derision. Educational planning must involve all facilities and resources (personnel) in the structuring of this type of environment. Especially, will counseling and guidance facilities need to rise above the "remedial" and "corrective" roles now typical in many higher institutions. These agencies must engage in a more positive role involving preventive and developmental measures. One such approach will involve counseling and guidance ~~experiences~~ agencies working with other college and community agencies in facilitating the acculturation process. This can be done by structuring the types of experiences that in the

end will effect changes in the self-concepts of these disadvantaged learners. The low aspiration levels of these learners are primarily due to inappropriate concepts resulting from restricted cultural participations. If aspiration levels are to be raised, these self-concepts must be changed. The job of modifying these self-concepts will, perhaps, present one of the greatest challenges to planners. In this respect, programs will need to involve a manipulation of the learning environment, both in and out of the classroom, so as to bring about overall cultural enrichment. This manipulation of learning experiences must be such as to create an environment that is challenging, but at the same time conducive to sound mental health. The environment must contain a minimum of "threatening" situations and a maximum opportunity for experiencing success. This latter observation does not imply a "watering down" of the learning experiences, but more challenging experiences paced to suit the level of development of the learner. An important ingredient in this learning environment, as mentioned above, is that of wholesome teacher-student relationships. Teachers must find ways to pace the learning experiences and at the same time create a wholesome learning atmosphere. More independent study and learning procedures, involving such techniques as more individualized instruction and programmed instruction, seem to have promise in this respect. Also, important to this overall process of changing self-concepts is that of changing the learner's perception of the significance of the learning experiences provided. The "needs system" of the learner must come to appropriate the goals of the academic sub-culture. This presents a serious challenge to planners. Many of the suggestions made above will have a bearing on this problem. Learning experiences must become meaningful to the learner.

Improved methods of teacher selection and training (in-service and pre-service) will also need to be involved in planning, if an environment

conducive to maximum development is to be developed. Stimulating teachers with challenging programs can do much in the matter of changing inappropriate self-concepts and raising aspiration levels.

Educational planning must become seriously involved with methods of promoting wholesome student-teacher relationships. Here the concern is with the day to day relationships which tend to block or facilitate the desired kinds of learning. Research on learning has indicated that there are many subtleties which tend to affect the motivational or need system of the learner which in turn affect learning. These faculty relationships become important factors in the learning process. This is especially true in light of the many possible conflicts in the value systems of the teacher and the disadvantaged learner. Better methods of teacher selection and training must be involved in educational planning, if this problem is to be minimized. Especially, no doubt, will teacher training programs need to depart radically in some respects from those that are now available. This, perhaps, is true for programs specially designed to train teachers for disadvantaged learners. These training programs must include experiences whereby the teacher will come to have a <u>functional</u> understanding of the principles of human growth and development as these principles relate to the learning and adjustment process. Especially, is it important that teachers have a more <u>functional understanding of themselves</u> -- their motivations and their needs, as well as those of the students whose behaviors they are attempting to modify.

Implications for developing specific intellective behaviors among the disadvantaged learners are many and challenging. However, much research is needed to provide more definite answers to questions which are directly related to planning. Such questions as "What specific behaviors are involved

in verbal and quantitative abilities? Can these be developed among college age students? What kinds of experiences tend to facilitate the development of these abilities?" These and many other questions could be cited. While partial answers are available to some of these questions which need to be answered, educational planning should involve research aimed at providing additional answers. However, until more definitive answers become available, planning must proceed and involve these partial answers as guide lines in structuring programs.

It was indicated in an earlier discussion on verbal skill that the kind of behaviors involved in this skill are highly critical in the academic learning process. It was also pointed out that this skill, as measured by most academic aptitude tests, is an indication of a "way of thinking" learned in a particular culture. The behaviors involved in this skill are those that are developed along with the acculturation process. Where this skill is not developed, it represents an imcompleteness of this process. As mentioned earlier, planning must be concerned with cultural enrichment. Experiences must be aimed at accomplishing a fuller participation by the student in the broader American culture. Also, the college must take the responsibility for providing functional practice in the use of verbal skills, utilizing all available media, including discussions, drama, reporting, assembly, etc. In the practice of these skills, it is important that appropriate models be provided. Again, this involves programming for better teacher selection procedures, pre-service teacher training procedures, and in-service teacher training procedures.

The development of appropriate verbal skills will also involve special reading facilities available to all students. These facilities will need to provide both diagnostic and developmental programs in addition to the usual

remedial type programs. The development of functional reading skills must be the primary aim of these special services. No longer can these programs be content to stress speech and literal comprehension as the only desirable skills needed to interpret written communications. More functional skills are needed which will allow the student to read materials with comprehension, insight and critical understanding.

The development of other kinds of abilities which have been found necessary in coping with the academic sub-culture, such as quantitative and problem solving skills, seems to require many of the kinds of experiences as mentioned above for verbal skills. These skills are related to verbal skills, and there seem to be common processes involved in various aspects of these skills. Some of these processes which seem to underlie problem solving ability are observation, recall, seeing relations, and attention to the goal. Many of the behaviors involved in this skill seem to involve modifiable psychological characteristics. As with the other skills, the implications for planning are many. In addition to planning for cultural enrichments so as to provide a sufficient background of information for solving problems, the learner must comprehend (verbal skill) the nature of the problem. Here again, the learner must be concerned with symbols which have meaning only in terms of their cultural and social referents. Another factor which seems to have importance in problem solving behavior is that of certain "attitudinal" characteristics -- attitude toward the solution of problems. By "attitude" is meant the emotions, values, and prejudices of the learner as they are involved in the attack on problems. Three kinds of attitudes seem to be involved: attitude toward reasoning, confidence in ability to solve problems, and introduction of personal considerations into the solutions of problems. It is felt that many disadvantaged learners,

when confronted with a problem solving situation, give up quickly if the solution does not come immediately. In their value systems, reasoning is of little importance in problem solving. They tend to look at a problem and decide quickly that they can or cannot solve it. These students also seem to have little confidence in their ability to solve problems. They are easily discouraged and make little or no attempt to attack problems which appear complex or abstract. The introduction of personal considerations into problem solving seems to be characteristic of non-successful learners. They seem to have difficulty in maintaining an objective attitude in problem solving and tend to inject personal value patterns into the process. Value systems are cultural, and not an index of "native" capacity. Educational planning must consider "values" as being important among the expected behavioral changes sought by the college program. Some current studies seem to indicate that current programs have little effect on student values. Ways must be found to effect changes in the value systems of students.

Another area to be considered by educational planners has to do with the evaluation of behavioral changes in the learner -- the evaluation of educational outcomes. It seems to be a valid observation that the techniques and methods used in evaluating educational outcomes tend to influence the kind of learning that takes place on the part of the learner. It was observed earlier in this discussion that one of the deficiencies existing among disadvantaged learners is the ability to "utilize knowledge." It was observed that perhaps there has been a disproportionate emphasis on the "acquiring of knowledge" with little emphasis on the use of this knowledge once it was acquired. It has been observed by the writer that, perhaps, in too many cases, examination instruments used in the classroom, such as teacher-made tests and quizzes tend to measure the number of facts the

student has acquired and not whether he has the ability to manipulate or apply this factual information in the solution of problems. The student who comes to expect this former type of appraisal will tend to learn at this low level of acquiring and remembering facts. He will have no "felt need" to be able to apply these facts in the solution of problems. Not having a felt need, he is less likely to acquire this ability. Planning must give some assurance that improved evaluation techniques will be used with these disadvantaged learners.

There has been no attempt in this discussion to list all of the implications which seem to come from the study of the disadvantaged student and the academic sub-culture. Neither has there been any attempt to describe specific programs to meet the needs of disadvantaged learners. The above are suggestive. There is a need for continuous detailed study and appraisal of the characteristics of the disadvantaged learner and the learning environment. Likewise, programs and procedures designed to meet the needs of these learners must be subjected to continuous study and analysis. No area of a program should be considered "sacred" because of custom or tradition. The process of meeting the needs of disadvantaged youth must be characterized by the cycle of planning, evaluation, and re-planning in those areas found not to be accomplishing the purposes intended.